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ABSTRACT

This document reports on a workshop held to develop the curriculum for a foreign language appreciation program. The first chapter discusses the general educational concerns in preparing a FLA curriculum: course content, the student, and the foreign language teacher. Cultural appreciation is the dominant theme and the rationale for the FLA program. The language, however, is still the primary medium for expressing the very essence of that culture. The basic belief of those committed to an exploratory program is that all students can learn a foreign language if given enough time and the right kind of environment. Language teachers must accept the fact that foreign language study must be made available to every student, not only to the better students. The topic of the second chapter is supervisory considerations. The way the new program is organized and presented to the teachers is of utmost importance. The "new" student in the middle grades is discussed in the third chapter. The curriculum must be planned with this student's principal characteristic in mind: an increasing resistance to the established educational procedures and goals. The fourth chapter is devoted to disciplinary considerations. Language teachers will now have many low-ability students whose background in discipline is usually poor. In the fifth chapter performance objectives and tasks are considered, and examples follow in the sixth chapter. The seventh chapter presents models of possible lesson plans and learning experiences for curriculum consideration. The final chapter gives guidelines for pre-assessment of the program. A short bibliography is provided. (Author/CFM)

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A Twenty-hour, In-service, Departmental Curriculum Workshop to Develop a Foreign Language Appreciation Curriculum

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FL008307

FOREWORD

The seeds of another panacea for foreign language education has been scattered among the thorns and briars of definite educational discontent, failure, and social apathy. Despite our endless educational, social, cultural, and aesthetical justifications for language study, the flower of interest and motivation among students is wilting rapidly. In the season of our anxiety, a reassessment of our goals and objective is now taking us rather hesitantly into pastures of personal re-evaluation and inner rebellion to the facts at hand.

Language teachers are now accepting the difficult and unpleasant reality that "it is important that foreign language study be made available to every student, not just to the intellectually elite"[1] as we have been doing for so many years.

Likewise, it may also be that every citizen needs to be exposed to a foreign language in order to increase the overall national level of understanding of the citizens of the rest of the world. Inevitably, this thought and consideration may be a survival need for Americans to increase their insight into other people's mental life through the study of language.

. . . . .

No foreign language should be viewed as the property of any particular group, or ability level. In the same respect, citizenship for a child today encompasses Main City, U.S.A., but also the wide and alien world. In reaction to this responsibility, we must begin with a new curriculum and new rationale: every child should have the right of exposure and the right to experience a foreign language either in a minimum or maximum learning experience. The difficult road ahead begins from here as much as some language teachers may protest.

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A Statement of General Educational Concerns in Preparing a FLA Curriculum

The course content:

Whatever the approach to be considered in the implementation of any exploratory program, one is still teaching a foreign language - a dynamic and living form of communication. If "cultural appreciation" is the dominant theme and rationale for the program, the language is still the primary medium for expressing the very essence of that culture. Even at its minimum, the study of the target language must never be forgotten or excluded from the program. The language should be there as a minimum or maximum experience depending on the group's make-up.

New innovations and approaches are always aesthetically pleasing and exciting. Nevertheless, the starting point must begin from those already proven and from stalwart educational cornerstones. Language learning and communication begins with the acquisition and use of the four basic skills - listening, speaking, reading, and writing. Whatever the level, we must formulate a flexible and adaptable tool which answers the following questions affirmatively.

1. Is it a genuine sample of cultural and linguistic material?
2. Does it fit the students'level of maturity and intellectual development?
3. Is it appealing to the student?[2]

The most basic aesthetic aspect of any program is its ability to generate a feeling of satisfaction in what one is doing and learning. Are we doing this?

The student:

A very basic belief in our act of committment to an exploratory foreign language program should be "that all students can learn a foreign language if given enough time and the right kind of environment."[3] The curriculum, the course content, standards, and methods of instruction, all worthwhile concerns, have dominated our approach. Where has the student been? Without making student gratification a goal in itself, one new effort must be to create the atmosphere for this idea. Actually, the best approach is "creating a mood where solutions rather than problems are the focus of attention."[4]

Any curriculum worth its salt today reaches toward the student. The student's role in curriculum cannot be passive in curriculum development. Not only must the role of the student become more active, but also his reaction to the curriculum goals should be a very important point of consideration and debate. Students should be informed of the goals of a given purpose of study. Goals and instructions, if clear only to the teacher, are obvicusly of no value to the student.

For too long, our language programs have not been success-oriented. A success-oriented program is based on the principle of adjustment. Are language teachers today in Junior and Senior High Schools adjusting their programs and methods of instruction to the various levels of ability of their individual classes? There is doubt. At every step, the student must feel a sense of his own purpose and of his own progress. This self-perception will give the student a feeling of self-worth which seems quite vacant in so many classrooms today. "First, the learner needs a constant sense of movement and success, and, second, the learner wants to feel he understands what he is learning."[5]

The foreign language teacher:

An open enrollment policy will be a very severe and threatening challenge to the comforts of those traditional and audiolingual-oriented teachers. Some fundamental rethinking on the definition of goals need to be effected. "It may be that we should not only be thinking about only language skills per se (listening, speaking, etc.), but rather about limited communication skills and limited goals."[6] Perfection, exactitude, and the insistence of excellence in the language skills has to be put aside for awhile. This does not mean that these qualities should not be considered at all. By no means should they be forgotten. To expect these qualities to exist within the framework of every activity the student does is part of the fantasy of our problem. We must now consider the "nearness" of how students can really come to the goals and skills we may want as well as to the goals and skills that were mutually agreed upon between the teacher and the student. Thus, it seems that part of the new teacher role for the future will be to experiment not only with the language and its accompanying techniques but also with the student in order to obtain feedback from him as to what works and doesn't work. In conclusion, the issue that is relevant here is definitely what is the nature and quality of an effective foreign language curriculum.

> ...It is a maximum response to the major learner factors of aptitude, intelligence, and perserverance. It will offer courses that teach specific goals in which the student is interested....It will use methods and techniques that take into account the individual learner's characteristics....In short an effective FL program represents, in the last analysis, a compensatory and remedial activity.[7]

Supervisory Considerations

"Self-fulfillment for students is little more than an educational pipedream if we deny self-fulfillment to teachers."[8] The initiation and implementation of any new curricular program and its success or failure is quite dependent upon the manner of presentation and the organizational climate in which the idea begins its period of germination. The integrated wholeness and organizational health of the program is not only based on the student-success factor, but also on the dynamics of human relations and the teacher.

The crucial factor is the "teacher personality" of one's department. The teacher will be the cause-factor when change is to be implemented. Depending upon one's approach and methods of communication, the "departmental personality" may either be receptive or resistent to the change that one may want to implement. An essential prerequisite to success in helping teachers to bring about changes in their attitudes and actions is an awareness of some of the forces which may encourage or obstruct change. The approach may seem rather pedantic in nature, but it is an essential factor for positive teacher participation. The dynamics of human relations must always be in play. If "thinking" is to be translated into "doing", the following ideas are worthy of consideration and thought.

> ...individual differences, insecurity, fear of the new, resistance to change, lack of understanding, lack of skills, too much work, too much time required for implementation, different philosophies of education, adult impatience, desire for approval, sense of accomplishment, desire for approval, and general discontent....[9]

Fundamental to satisfaction and even to commitment is the ability to establish an enormous potential for the individual to experience and to see himself as being a positive part of change. If change is to be accepted, one must attempt at every point in the evolving process to make others feel part of the program as well as to feel important. Participation and input are the keys to improved decision-making, satisfaction, and teacher morale in the face of unwanted change.

In terms of a course of action, the "human relations approach" and "resources approach"[10] are probably two models for consideration. Both models attempt to "create an environment in which the subordinates can contribute their full range of talents to the accomplishment of goals."[11] Despite moments of anxiety and difficulty, the overall quality of teacher attitude and performance will improve as one makes use of the full range of experience, insight, and creative ability available in his department. As far as possible workable approaches, it would be judicious to begin to effect change in some of the following ways.

1. Have some type of departmental, social event to help establish rapport. It might even waver adamant decisions against the philosophy of the new exploratory program.
2. Make a departmental needs assessment asking for priorities of concern and potential goals and objectives.
3. Establish a time schedule for the year's program with a certain amount of leeway incorporated into the calendar.
4. Give opportunities for the individuals of the department to provide input.
5. Designate specific activities for the accomplishment of these goals capitalizing on the various strengths of the particular people in the department.
6. Strive to make each member of the department feel good of themselves even in moments of stress and strain.

The forces of approach and avoidance to change are endless, but if esteem and self-actualization are provided for, the attempt to redirect the teachers in new areas of thought and action will not be as difficult as anticipated. "All of us have a desire to be considered as worthy and important in the eyes of others and to have control over our own destinies, for this improves our opinion of ourselves."[12]

The "New Student" in the Middle Grades

Often times as teachers, inadequate reflection is given to the psychological nature of the level of the student we are teaching. Semester deadlines, curriculum demands, administrivia, and the importance of one's subject matter influence a teacher's attitude in the confines of his or her classroom.

But, the Junior High School or Middle School learner is much more a person than a manipulative entity than we realize. Sometimes to our chagrin, he often behaves inconsistently and irratically to what we anticipate or expect. In terms of classroom participation and activity, he is quite self-conscious and physically awkward. Many of his concerns are constantly centered around seeking peer approval and recognition. He has a tendency to be restless and talkative, always wanting to accomplish what he has to in as little time as possible.[13]

In language learning, the middle school learner prefers a more enjoyable multi-skilled approach to learning a foreign language. This characteristic alone is one important approach to use in any standard curriculum or any new exploratory program. "Part of the new teacher role for the seventies is to experiment with many techniques and to obtain feedback from students to find out what works and what doesn't work."[14] Even though activities such as role-playing, singing, and games are major incentives for learning, these activities should not be the center of attention for an exploratory program. The middle student does not want to know what he is learning and why and how he his progressing. There is a concern for knowledge despite all the distractions we may have to provide in order to capture and maintain his attention and interest. "If a teacher informs students accurately what realistic goals are for a given program of study, he or she may alleviate much of the sense of inadequacy that goes even with relatively high achievement in language learning."[15]

What is the "new student"? Unfortunately, it is a term used frequently by many supervisors who are as unsure of the meaning and definition of the word they are using as are the people who are listening to them. It is so easy today for educators to formulate new terms and flaunt their use with such a flair of unquestionable and esoteric certainty.

An activity-centered approach to foreign language learning reflects the current mood of interest and discussion of foreign language educators. Perhaps one of the best characteristics of the "new student" as compared to his predecessors is that this group of students exhibits an "increasing resistance to the established educational procedures and goals. A primary concern also of the members of the 1970 Northeast Conference was "student motivation." Motivation through stimulating and purposeful activity reflects the nature of the "new student." He is no more the passive listener of lectures as well as the writer of questions and answers. He or she appears to be the homo faber, man as a doer, as discussed by Mrs. Beatrice Sarlos in a study on "Learning as Delight: The Aesthetics of Curriculum."

> ...Doing, especially physical doing, comes earliest in man's life. Activity is relative to an end which is to be achieved by the one who engages in it. Activity looks to a goal.[16]

The Foreign Language Appreciation (FLA) program must be a task-oriented philosophy, perhaps even behavioristic in formula. When language learning tasks are identified in terms of detailed, sequential behaviors, the classroom teacher has more control of what work the student learns, the time factor in learning, and the efficiency of his teaching methods. The behavioral approach gives the best available way for students to grasp materials that are immediate, tangible, and present in their environment. It reflects somewhat the nature of the "now" attitude of pleasure of society today.

Disciplinary Considerations

To look for one cure-all to disciplinary problems in the classroom is as ridiculous as creating the fantasy of expecting one's self to teach a perfect lesson every day. An important input into the disciplinary character of the classroom is the opportunities you create for success and self-fulfillment. One's projected image and role, one's classroom expectations, and one's empathy towards student sensitivity contribute enormously to the overall classroom atmosphere. In the

final analysis, all are factors that exist in that tenuous realm of student and teacher rapport. It is an undeniable fact that a teacher's rapport with a class personality is an underlying force in the type of daily encounters he will experience with his students.

The predator against discipline in our classroom now may be the inability to cope and react to a somewhat informal and unstructured classroom atmosphere. Really, anything alien or unfamiliar introduced into a relatively conditioned state of actions and reactions will produce some unexpected behavior. The first commonsense reaction to a problem is to introduce one's self and one's students gradually to new classroom decorum. For some of us, the unorthodox will always produce anxiety.

The foreign language classroom in the FLA program will not be that traditional picture of impeccably straight rows of desks and chairs. Where the order and structure will exist is in the preparation and presentation of your work on a daily basis.

The new preoccupation for the FLA teacher will be the students in low-ability sections. Their background in discipline usually is poor and good guidance and understanding will be a necessary prerequisite. In most cases, these low section students receive constant verbal whip-lashing all day from other teachers. After a while it doesn't take much intelligence to realize that all the yelling and screaming really doesn't intimidate them. The best approach to establish a healthy climate would be to use a minimum of rules and a maximum of enforcement. This rule will have to be established the first day and maintained daily. At the same time, even though the requirements and the standards may be lower than another formal language class one may be teaching, a business-like approach and attitude must be maintained from the beginning. It doesn't have to be recreation period or a "cut and paste" program entirely. Preparation and purposeful activities are very important forces for success in a FLA classroom.

One's plans must be flexible depending upon a general attitude of the class each day, but yet the student must feel and sense a routinized classroom approach. The lesson plan preparation will alleviate the discipline problems in the class.

There are many methods to use in approaching a classroom behavior problem. For example, such terms as positive reinforcement, behavioral contract, extinction, negative practice, contingency management, pairing, punishment, time-out, and systematic exclusion are only a few of the recourses that can be taken when dealing with persistent misbehavior.

For example, <u>positive reinforcement</u> may be one answer. A basic premise here states behavior is learned through reinforcement. "This means if a person does something and then is rewarded he will probably act the same way more often."[17]

There are several basic questions to ask in establishing the procedure.

1. What is the particular behavior change one wants from the student?
2. How many times during a particular time period does the student exhibit the undesirable behavior?
3. What alternate situations can be used in the classroom to induce or facilitate the desired, behavior change?
4. What are the definite reinforcers that are changing the student's behavior?
5. What are the immediate awards going to be?[18]

In this particular approach it would be appropriate to maintain a comprehensive account of the new acquired behavior as well as any re-occurring undesirable behavior.

Another possible approach can be a written mutual agreement in the form of a behavioral contract. "The contract demands certain expectations of each person and assumes signers desire a specified behavior from each person. In this way, each student's behavior and actions reinforce another."[19] If you plan this as one approach there are certain requirements to remember.

1. Both parties must clearly understand the specific expectations of the contract.
2. The terms must be reasonable and just. No member should feel that the other has an advantage over his position and expectations in the agreement.
3. The contract must contain a mutually accepted goal that is achievable.
4. The contract should not be terminated until the mutual goal or expectation has been achieved. The termination must be agreed upon by both parties.[20]

One main consideration is that discipline should be a departmental concern and a definite policy should be mutually discussed and adapted by all members of the department. A unified approach will heighten a child's awareness and as they say..."the word will get around as far as the expectations and demands of the foreign language department."

For further discussion and consideration, the article "Seven Techniques for Solving Classroom Discipline Problems" should be discussed during the course of the year.

"Performance Objectives" and "Tasks" for Curriculum Preparation

The considerations and implications are endless in scope when proposing or developing a curriculum. Besides the guiding principles established and fostered by the Office of Foreign Language of the Board of Education of Baltimore County, other considerations seemed appropriate due to the individual and unique personality of the Foreign Language Department at Deer Park Junior High School.

In developing a series of workable "unit experiences" for an exploratory language program, the "unit experiences" will not be definitive models as far as how and what should be taught. The teacher really has to be sensitive to his or her particular classes. Sometimes, the answers to a particular problem must come from within the individual teacher. The assessment of what should be done and how it should be done can not always be determined by some exterior force - a supervisor or a department chairman. These models which will be presented are examples and suggestions of possible ways to approach the task ahead. The examples will be models for models. An area of concern for teachers is not so much the content material to be taught, but how to teach what is recommended by the curriculum guide. To compile as many examples of approaches to a particular "experience" will be a key answer for the schools beginning a FLA program.

It will be the task of this in-service workshop to develop some workable plans, and experiences to be used at Deer Park Junior High School for the academic year 1976-77.

Some possible areas of concentration for "unit experiences" are the following.

> courtesy patterns, family living, daily activities, religious and political holidays, foods, restaurants and cafes, leisure-time activities, traveling, careers, friendships, games, crafts, and the influence of the particular culture in American life.

The following Baltimore County Curriculum Guides should be used not only as references, but also as sources for adptation. The content is substantial and contains excellent materials and ideas for further expansion.

1. Meeting Another Culture Through Language: Spanish Edition, French Edition (1972)
2. Outline of a Suggested Organization for First Level Spanish (1969)
3. Manual Outline of a Suggested Organization for First Level Spanish: Volume I (1971), Volume II (1972)
4. Outline of a Suggested Organization for First Level French (1969).
5. Manual Outline of a Suggested Organization for First Level French: (1973), Volume II (1974).

For any constructive and flexible lesson plan the framework and mechanics of writing and formulating "learning experiences" are very important considerations and merit a certain amount of departmental attention and analysis. Whether the "learning experience" is terminal in itself or sequential is also another point of departure, but at this particular time it is not the issue at hand.

There are some suggested steps in developing a "unit of study" or a "learning experience." (i.e. What is your family like? What do you like to eat?)

1. The actual selection of the particular unit.
   a. Will the experience create and generate a number of situations available for student participation?
   b. Will the unit give the student a minimum or maximum number of experiences in the four language skills?
   c. Will the study and focus of the unit give a cross-cultural example and comparison of the target culture and his own culture?
   d. Will the student be involved in a variety of different learning experiences?

2. The statement of purpose of the unit of study.
   a. What are the goals? Remember, "goals are ultimate aims stated in general terms."[21]

3. The statement of the performance objectives or tasks.

A performance objective is a clearly defined learning activity which seems to be designed to implement a goal. It is one small building block continuum of learning activities.[22] Each task or performance objective must:

   a. tell what the student is expected to do as a result of instruction.
   b. describe the specific type of action the learner will perform and when he is to begin and finish the proposed activity.

c. indicate the types of facilities and resource materials available for the particular objective; such as, specific verb tapes, supplementary texts, arts and crafts materials, etcetera.

Examples of "Performance Objectives"

This is an example of a performance objective that could appear in a series of objectives for a "unit experience" or for one particular activity in a class.

Performance objective #1: At the end of four days the student will be able to say accurately and distinctly the plural forms of twenty regular nouns with either a minimum or maximum of accuracy from the list we have been practicing orally in class when he listens to them on a tape recording. The percentage of accuracy should be determined by the level of ability of the class being taught.

1. The student will be able to say the plural forms of twenty nouns. The important component here is the objective. It is the statement of what the student will be expected to do. The number also may be changed.
2. At the end of three days: A well-developed performance objective makes an estimate of how much time will be needed to finish the task at hand.
3. When the student listens to the words on a tape recording: Here is the statement of conditions under which the student will demonstrate his knowledge of the expected behavior.
4. With 90% accuracy: The final objective is the expected accuracy.[24]

What are the advantages of "performance objectives"? When language learning skills and tasks are identified in terms of detailed, sequential behaviors, the classroom instructor has a very definite degree of control, and even flexibility, over what work his students accomplish, how rapidly he or she covers it, and how well he or she teaches what he tests and tests what he or she teaches.[25]

To reinforce further some of the basic ideas stated, here is an example of a more sophisticated and complicated approach in the use of "performance objectives" or "tasks." This sample is taken from an entire behavior-oriented curriculum.

Teacher Task

a. Prepare and assemble the necessary audiovisual materials and equipment for this task.
   - textbooks
   - pictures
   - slot board
   - tape/tape recorder
   - cassette

b. Prepare a seven-item oral question/answer of the verb "prendre" as used with foods. Two other verbs of the test should also be prepared for those students who will have to be recycled through the materials.

c. In a large-group demonstration, drill the verb "prendre" with various foods using pictures and two or more of the following types of drills:
   - repetition
   - substitution
   - complex substitution
   - transformation (singular to plural, questions and answers)

   Conclude the demonstration/drill with the pattern generalization on the verb "prendre" - chiefly how the verb endings differ from those of the normal or regular verbs. Use a slot board or colored chalk on a chalkboard to illustrate your points. Also review the special meanings of this verb in the context of foods.

d. Provide additional explanation or drill for those students who need it.

e. Evaluate the student's functional mastery of this concept on a seven-item question/answer exercise to a criterion of 90% accuracy.

f. Provide additional help and practice for those students who did not reach the specified criterion or who do not seem to understand the concept.

g. Have direction sheets ready for those students who complete Task 1 fairly quickly and choose to go on to Optional Task 2.

Student Task

Student objectives:

1. To use all forms of the verb "prendre" correctly in speaking French, particularly with foods. You will remember that when you use "prendre" with the names of foods it means "want."

2. To understand how this verb is different from other verbs you have studied as far as the endings are concerned.

Task #1

Participate in the group drill/demonstration conducted by the teacher. After the session, study the verb some more - you will find a summary on page 40 of your textbook at the bottom of the page. If you need more oral practice, use the cassette labeled D-6.

Task Assessment

Your teacher will check your ability to use this verb in the following way: you will be asked seven questions which require you to use different forms of the verb "prendre." Since this is the basic material, you will be expected to answer with 90% accuracy.

Optional Task #2

In the resource center, you will find three supplemental French textbooks. Look at the readings marked out for you in each one of the textbooks.[26]

You know most of the vocabulary - you can find the meaning of words you don't know in the dictionary. Choose one selection from the three; read it silently until you understand it. When you are ready, do the reading comprehension exercise for the selection. Check your answers from the key on the bottom of the sheet and place the exercise in your folder and your teacher will look at the completed work.[27]

In the final analysis, the "performance objective" has been presented as one possible approach for preparing lesson plans, and even a curriculum guide. The work seems tedious, but in the end, these small, graduated experiences will produce some success in your classroom, and may be much more that you have been accustomed to. The variables for its use are many.

1. It could be used for one complete "learning experience."
2. It could be used for only one of the four language skills - listening, speaking, reading, and writing.
3. It could be used daily, or even one day a week.

Whatever the approach or method used in the classroom, our task as teachers is to assure that three basic questions are asked and are answered in any form of preparation and learning experience.

1. What is it we want our students to learn?
2. What is the best way we want our students to learn it?
3. How will we know the students have learned it?[28]

In the following pages you will see an example of another type of lesson plan. This can not only serve as a basis for writing a curriculum, but also as a possible style towards an exploratory, cultural-oriented language program. Equally important is the fact that there are many elements within the plan that could be re-written into behavioral objectives.

Models of Possible Lesson Plans and Learning Experiences for Curriculum Consideration

LA COMIDA

I. The objectives of this series of lessons are to enable the student to name the meals of the day in Spanish, their time and the utensils used, to express the need for and the choice of food and drink, and to appreciate and taste some Hispanic foods.

II. The materials used, in addition to the usual visuals, include Meeting Another Culture Through Language, ¡Hola! Vamos a Cantar, A Typical Restaurant from Pathescope-Berlitz #4., and a pamphlet printed by Heublein, Inc., Hartford Connecticut called The Original Mexicans.

III. The implementation will take place over a period of seven class meetings or culminating in a "taco" fiesta the last day.

DAY 1

I. VOCABULARIO: to be presented using clocks and/or bulletin board with two headings: "Los Estados Unidos" and "España y México".

el desayuno	(a las ocho)	el desayuno	(a las 7,30)
el almuerso	(al mediodía)	la merienda	(a las 11,30)
la comida	(a las cinco y media)	el almuerzo	(a la 1,30)
		la merienda	(a las 5,00)
		la cena	(a las 9,30)

II. ACTIVIDADES:

a. Discussion in English of apparent differences in meals and time. Special emphasis should be given on the cultural aspects of "la merienda."
b. Sing the song Las Comidas on page 9 of Vamos a Cantar.
c. Have students draw the American flag in the upper right hand corner of one side of the sheet of paper and the Mexican flag and/or Spanish flag on the reverse side. Then instruct them to draw the clocks, times, and carefully label the name of the meals in Spanish.

III. CONVERSACIÓN: Teacher asks a series of questions using the new vocabulary to which the answer can be simply "Los Estados Unidos" or "México" or "España."
i.e. ¿Dónde comen un desayuno grande?
¿Dónde comen un desayuno pequeño?
¿A qué hora comen el desayuno en los Estados Unidos?
¿Qué comen a las ocho en los estados Unidos?

IV. TAREAS: To think about for the next time: What categories can foods be divided into?
To bring to class: Cuttings of two different categories from magazines.

DAY 2

I. DISCUSSION: Discuss the categories the students thought up. (If they are slow to respond, refer to the pictures on bulletin board depicting the several categories to be learned.)

II. VOCABULARIO: Las categorías de alimentación: teach pronunciation:

las frutas	las bebidas
las legumbres (las verduras)	los postres
la carne	misceláneo
el pescado y los mariscos	

III. ACTIVIDAD: Ask students to come up and place their various pictures beneath the appropriate labels (having quickly removed your own leaving just the vocabulary on the bulletin board.) As they place them on the bulletin board, have them read the label for pronunciation practice.

IV. CONVERSACIÓN: Either the teacher asks the following questions or the question can be used in a directed dialogue.
i.e. ¿Cuál es su categoría favorita?
Mi favorita es .....
Have the better students give the complete answer or sentence and the slower students repeat only the category.

V. ACTIVIDADES:

a. Present dittos of foods divided into categories and have students label the category only. The individual foods will be learned and named later. Instruct them to put the ditto into the vocabulary section of their notebook.
b. Give instructions for the making of menus. Three grades will be given: (1) for neatness; (2) for originality; (3) for correct spelling of Spanish. Think of a name for your restaurant (a city, country, something

to do with Spanish) and design the cover. Inside your menu, you will list the offerings according to the categories. Then when you make a place for prices....two columns will be needed so you can put the price in US dollars and/or Mexican pesos (Spanish pesetas). Today you can only begin designing the cover. (You may have menus from past classes to use to illustrate.)

VI. TAREAS: To think about for the next time: Think about foods that are native to Latin America and foods with Spanish names. If you can, bring in pictures or labels showing those foods or their names.

DAY 3

I. PRACTICA: As students enter the classroom give them halfsheets of paper[30] and refer them to the instructions on the board (or use the overhead and transparency). Write your name. List the foods that you thought of that might have Spanish names or Latin American origins. If you brought in the pictures, pass them in with the "práctica." Write your name on all pictures.
5 minutes.

II. VOCABULARIO:

la lechuga	la manzana
el tomate	la pera
el maíz	la naranja
el flan	el limón
el helado	el pescado
el pastel	el jamón

III. CONVERSACION: ¿De qué color es .....?
Instruct the students to turn to ditto with categories.
¿Qué es la lechuga?, etc. to reinforce categories.
¿Qué es una fruta?
¿Cuál es su fruta favorita?

IV. ACTIVIDADES:

a. Put the following exercise on a transparency and have the students complete the exercise or spaces in Spanish:

1. In a salad you might find "la _____ and el _____."
2. In iced tea you might find "el _____."
3. Bacon comes from the same animal as "el _____."
4. "El _____" is a Southern favorite and is made of pecans.
5. Don't confuse "papá" with "la _____."
6. Two citrus fruits we have learned are "la _____ y el _____."
7. "Jaws" is a story about "un _____."

b. Instruct students to label the various foods.

c. While students are doing the above two actividades, you could have scanned their "prácticas" to tie in with the discussion on original Mexican foodstuffs using the pamphlet by Heublein or any cookbook. Indicate the possibility of having a "taco fiesta" to gauge their interest.

d. Allow time for them to continue working on their menus.[31]

DAY 4

I. PRACTICA: Have the following exercise on the board or the transparency. Complete the following in Spanish and allow them to use their notebooks. It is an exercise on the food categories.

La lechuga es _____. El limón es _____.
El flan es _____. El jamón es _____.
El maíz es _____. El helado es _____.

II. VOCABULARIO: Use the appropriate visual aids.

la leche	el azúcar
el vino	el pan
la cocacola	la sopa
el café	la ensalada
la limonada	la mantequilla
tener sed	tener hambre
beber/bebidas	comer/comida

III. CANCION: Practice singing the song "Tengo sed" on page 16 of Vamos a Cantar.

IV. CONVERSACION: Encourage students to practice the following dialogue. Allow time to copy into their notebooks and then give 5 minutes or so for practice with a friend. Then see who can present it for the class.

Diálogo: José: ¿Tienes sed?
Pacó: Sí, tengo mucho sed.
José: ¿Qué bebes?
Paco: Yo bebo un vaso de cocacola. ¿Y tú?
José: (a) Yo también. Bebo cocacola.
(b) Yo no. Bebo una limonada.

V. ACTIVIDADES:

a. Copy new vocabulary into your notebooks. Give them five minutes to review or study all food vocabulary in preparation for the game to follow.
b. Divide the class into two teams. This will be a taste and smell activity. You will need two blindfolds, small paper cups and the following foodstuffs in small quantities: leche, sal, azúcar, cocacola, manzana, café, limón, naranja, pera. One member from each team will come forward, taste or smell, then whisper to the teacher what they think the answer was. Ask them: ¿A qué sabe? or ¿A qué huele? Hopefully both teams will identify all the items correctly in Spanish.
c. Give time for further preparation of their menus. Make sure that you go around and look at their work. Take time out to give them suggestions. The suggestions will give them the feeling it is more than busy work.

DAY 5

I. PRACTICA: Meet the students at the door with halfsheets of paper. The following exercise should be on a transparency. Tell them to write only the answers on their papers.

Complete en español: 1. Tengo sed: _____cocacola.

2. Como la _____ con el pan.

3. En el café, yo tomo el _____ y la _____.

4. Una bebida cítrica es la _____.

II. VOCABULARIO: Poner la mesa: You will need the following items on hand which appear in the song on Page 29 of Vamos a Cantar.

el mantel	la servilleta
el tenedor	la taza
el cuchillo	la cuchara
el plato	la sal
el vaso	la pimienta

III. ACTIVIDADES:

a. Copy the song into your notebooks, underlining the new vocabulary words.

b. Allow ten minutes to draw and label a table setting. Collect and correct the work for spelling. Have the students put their drawings on the bulletin board.

IV. CONVERSACION: Employ the newly-learned vocabulary in talking about the "taco fiesta."

Profesor: ¿Necesitamos platos para la fiesta?
Alumnos: Sí, necesitamos platos.
Profesor: ¿Qué más necesitamos?
Alumno 1: Necisitamos servilletas.
Alumno 2: Necesitamos vasos.
etoetera

V. ACTIVIDADES:

a. Have a list made on which students can sign up to bring in the needed items for the party. Have a large box available for them to place the objects in.

b. If time allows, work on the menus.
(Naturally some of the students will be finished early with this little project, and others will not. Maybe additional conversational practice can be done with those finished with their menus.[33]

DAY 6

I. PRACTICA: Have an "anagrama" prepared on a ditto.

II. ACTIVIDADES:

a. Having corrected and placed their table setting on the bulletin board, point them out, compliment them, and announce that they may be taken down on their way out. Perhaps, you could provide a small reward after the class decides which was the best one.

b. Explain about the conversion of U. S. dollars into Mexican pesos or Spanish pesetas. Have the students get their menus and go around and help them to convert their prices into pesos or pesetas and list them. This should be the final touch on the menus before they are collected.

c. Refer to the bulletin board with "Mexican Originals" on it and discuss the food to be had at the fiesta. If time allows have students copy the recipes for tacos and tortillas into their notebooks. At this time review the responsibilities of the fiesta. It is a good idea to make a large chart with a list of the assigned duties.

d. Play "alfabeto". Divide the class into teams and assign 3 points to the first right answer, 2 points if the first team misses and 1 point if it takes 3 times around to arrive at the answer. The teacher will give a letter from the alphabet and see if the teams can tell a word from "comidas" vocabulary beginning with that letter.

This is the wrap-up day before the fiesta and it will probably come to pass that some students will need to be working on their menus all period while others engage in any of the activities from roman number II, a through d.

Furthermore, I have not laid down herein my own plans for the fiesta. Such plans will be dependent upon the economics of the class as well as the enthusiasm of the teacher. I would probably have them get their food as soon as they enter the class or even have them make the tacos in class and then sit down and eat them. There are many possibilities for serving food.[34]

Pre-assessment

In the implementation of any new exploratory program, there are concerns which follow hand-in-hand with the existing situation. Sometimes, what one can discern as possible negative elements in the existing program may inevitably take root again in the new exploratory program. As a matter of fact, these very facts may be the reason for the creation of a new program.

The following list of pre-assessments reflect supervisory and instructional concerns which may exist or may develop in any current foreign language program or any new exploratory foreign language program being developed, such as the FLA program.

Many of these assessments reflect attitudes which are rather difficult to check on paper. This is also why an on-going assessment and final assessment should be given equal consideration. In the other assessments, one should look for a definite and observable change in behavior.

As a possible approach to effecting changes in attitude and behavior could be done in the following way:

1. List the existing negative behaviors and attitudes
2. List the corresponding positive behaviors and attitudes that one may want
3. List various alternative courses of actions
4. Establish a time period for observation, evaluation and reassessment
5. Use the check list developed
6. Make a final assessment

_____ 1. A negative student attitude is beginning to develop toward foreign languages.

_____ 2. A majority of FL classes are not success oriented. (A grade distribution sheet at the end of the year for all levels would be a good indicator.)

_____ 3. Student enrollment is low in foreign languages; or maybe one specific language.

_____ 4. Individualization of instruction is not occurring in classes of the same level taught by the same teacher. (An examination of lesson plans and class observations would be a starting point to see if this really is the situation.)

_____ 5. Some disciplinary problems are the result of poor teaching techniques.

_____ 6. Some disciplinary problems within a department are a result of the lack of student interest. (Check with the assistant principals to find out the number of students sent to the office because of discipline from foreign language classes.

_____ 7. There is an attitude of fear among department members toward a new FLA program.

_____ 8. There will be resistance towards the time involved in writing and preparing the FLA curriculum.

_____ 9. The available audiovisual materials and instructional realia are not being utilized to their fullest potential.

_____ 10. The attitude that exists toward the current curriculum guides will be the same toward the new exploratory guide.

_____ Some teachers will take full advantage of the available visual materials provided. The same holds for suggested activities and ideas.

_____ Some teachers will not take full advantage of the available visual materials provided. The same holds for suggested activities and ideas.

_____ 11. Often students have not been given an opportunity to have a choice and say in what they would like to learn.

_____ 12. Often students are not being told of the goals of the program.

Assessment

_____ 1. Students introduced to the FLA program are now enrolling in regular, sequential foreign language programs.

_____ 2. The number of French and Spanish classes have increased on all levels.

_____ 3. Grade distribution sheets show a definite rise in achievement.

____ 4. Lesson plans and class observations clearly show individualization of instructional materials in foreign language classes of the same level taught by the same teachers.

____ 5. Office reports have been reviewed and the number of disciplinary incidents and students sent to the office have decreased.

____ 6. There is a gradual acceptance of the new FLA program and teachers are showing interest in writing and preparing for the program.

____ 7. Audiovisual equipment is being used daily.

____ 8. Teachers are using available materials from the guides and taking time to make adaptations.

____ 9. The attitudes and feelings of students are being considered through class discussions and periodic eveluation sheets.

FOOTNOTES

1. "Foreign Language for All Students?" Reports of the Working Committees of the 1970 Northeast Conference on the Teaching of Foreign Languages (Washington, D. C., 1970), p. 107.

2. Frank M. Grittner, "Student Motivation: Foreign Language Bandwagons and Instructional Realities," Paper presented to the Utah Foreign Language Association (Bethesda, Md.: ERIC Document Reproduction Center, ED 095 722, 1973), p. 8.

3. "Foreign Language for All Students?" op.cit., p. 112.

4. Ibid., p. 119.

5. Ibid., p. 38.

6. Ibid., p. 65.

7. Ibid., p. 66.

8. Thomas Sergiovani, Emerging Patterns of Supervision: Human Perspectives (New York, McGraw-Hill Book Company, 1971), p. 151.

9. Ross Naegley and N. Dean Evans, Handbook for Effective Supervision of Instruction (New Jersey, Prentice-Hall, Inc., 1970), p. 148.

10. Sergiovani, op.cit., p. 152.

11. Ibid., p. 153.

12. Thomas Sergiovani, The New School Executive: A Theory of Administration (New York, Dodd, Mead and Company, 1974), p. 57.

13. Ornelle Caldwell and Ann Beusch, Wholeness in Learning: A Curriculum Guide for Foreign Language in the Middle School (Bethesda, Md.: ERIC Document Reproduction Service, ED 076 068, 1973) p. 14.

14. Grittner, op.cit., p. 9.

15. "Motivation in Foreign Language," Reports of the Working Committees of the 1970 Northeast Conference on the Teaching of Foreign Languages, p. 47.

16. Beatrice Sarlos, "Learning as Delight: The Aesthetics of Curriculum" (Loyola College, Baltimore) p. 7. (A Xerox copy of a typewritten essay).

17. Maureen O'Keefe and Marlowe Smaby, "Seven Techniques for Solving Classroom Discipline Problems," The High School Journal (January, 1973), p. 191.

18. Ibid., p. 193.

19. Ibid., p. 196.

20. Ibid., pp. 196-197.

21. Ornelle Caldwell and Ann Beusch, Wholeness in Learning: A Curriculum Guide for Foreign Language in the Middle School (Bethesda, Md.: ERIC Document Reproduction Service, ED 076 068, 1973), pp. 23-24.

22. Ibid., p. 37.

23. Ibid., pp. 27-29, 36-37.

24. Patricia Hammond et al, Oklahoma in the World: Guide to the Improvement of Teaching of Foreign Languages (Bethesda, Md.: ERIC Document Reproduction Service, ED 074 843, 1973), pp.10-11.

25. Ibid., p. 11.

26. Caldwell, op.cit., pp. 47-48.

27. Ibid., p. 48-49.

28. Behavior Objectives for Level One Spanish: San Bernadino County Superintendent of Schools (Bethesda, Md.: ERIC Document Reproduction Service, ED 039 820, 1968), p. 5.

29. Lesson Plans from an Inservice Course for the Foreign Language Appreciation Program being developed in Baltimore County (Summer, 1975), pp. 7-8.

30. Ibid., pp. 8-9

31. Ibid., pp. 9-10

32. Ibid., pp. 10-11

33. Ibid., pp. 11-12

34. Ibid., pp. 12-13

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